



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF MARKETING

POLICIES AND PROCEDURES

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SCHOOL OF MARKETING POLICIES & PROCEDURES

REVISED: APRIL 2026

The School of Marketing Policies and Procedures document serves as a supplement to the University Faculty Handbook. Faculty are encouraged to review the current University Faculty Handbook on the Office of the Provost website.

MISSION, VISION, AND VALUES

We are an applied-based school with nationally recognized faculty that is diverse, research-active, connected to the business community, and dedicated to contributing to the University, College, and School. We have a supportive collegial environment that allows faculty to develop their own areas of expertise and contribute in effective and rewarding ways. We are student-focused and prioritize building connections with students. We aim for students to gain tangible experience in their field through in-class projects, study abroad, internships, practicums or service-learning hours, undergraduate research, and student organization leadership. Our faculty work to keep program curricula current, relevant, and challenging so that students build character and are prepared to succeed in their future careers.

Although we represent multiple disciplines, we are a single collaborative academic team. This means that our faculty are expected to be active and engaged in supporting our School mission and vision and contribute to our supportive and collegial school culture.

Mission

We work as a team to achieve our shared goals and support each other in achieving individual goals. We prioritize students' long-term career and life plans and create tangible experiences for students that help them grow as emerging professionals and good community citizens. We maintain an environment that supports faculty and staff in growing and succeeding in various ways.

Vision

The School of Marketing aims to be a positive, transformative force in the lives of our students, faculty, and staff by helping them find and navigate a life path that will bring them joy. We want students, faculty, and staff to feel cared about as individuals – beyond their roles within the school. We provide ample support and opportunities for faculty, staff, and students to grow and develop their expertise and gain valuable experience.

Target Future Statements: Visualizing our perfect future

- Our faculty feel fulfilled in their role and find joy in teaching, research, and service. They are active and contribute in ways that align with their expertise and interests.
- Our classes are rigorous, engaging, and connect students with industry leaders. Faculty have support to help with course management, so they can focus their time and effort on creating impactful learning experiences for students.
- Our students leave the program with applied experiences, such as in-class projects, study abroad, internships, practicums, service-learning hours, undergraduate research, and student organization leadership. Faculty time and effort in these areas are recognized and valued.
- Our graduates are matched with potential jobs before graduation. Professionalism opportunities are offered year-round, with participation from all students.

Core Principles and Values

In line with the College of Business & Economic Development (CBED) values, our guiding principles and values include:

Authenticity: We stay true to who we are and always act with integrity.

We aim to develop genuine connections with our colleagues, students, and external partners, where everyone is held accountable and feels supported.

Unity: We respect others' perspectives and work together to strengthen our community.

We aim to leverage our diverse faculty and business connections to provide guidance for all students interested in a variety of areas. We value our colleagues' contributions, and work as a team to accomplish our school and program goals.

Resiliency: We persevere by being relevant, tenacious, and adaptable.

We aim to connect students with the local community and challenge them to be forward-thinking so they can better understand and be prepared for the ever-changing marketplace.

Passion: We nurture passion and inspire boldness.

We aim to inspire faculty, staff, and students to pursue their passions and work toward achieving their aspirational goals.

Resourcefulness: We meet challenges head-on by fostering curiosity, creative problem-solving, and forward thinking.

We aim to create an environment that supports innovation by challenging thinking and encouraging creative thinking.

Strategic Focus Areas

1. Encourage teamwork, collaboration, and diversity in teaching, research, and service.
2. Support one another as colleagues and people.
3. Foster learning and growth in faculty, staff, and students.
4. Encourage innovation and creative problem-solving.
5. Cultivate knowledge creation and sharing.

Goal Driven Priorities

Priorities are assessed annually and help us accomplish our strategic goals and move us closer to our target future. The priorities guide resource allocation, such as faculty service time, scholarship allocation, and support. Current School priorities focus on:

1. Faculty Development: We strive to increase research productivity and teaching quality by creating opportunities for resource sharing and community engagement.
2. Applied Experiences: We strive to increase the number of students completing study abroad, internships, academic research projects, and taking on leadership roles in student organizations. The Tri-Star Marketing Student Development Program was developed to highlight and encourage these types of activities.
3. Recruitment and Retention: The recruitment and retention team leads the unit in coordinating recruitment efforts and implementing retention programs/events. They are working on streamlining our efforts by creating a yearly planning calendar. These activities focus on School programs but also support recruitment and retention efforts at the College and University level.
4. Faculty Mentorship: In addition to participation in the University faculty mentoring program, the School strives to create and maintain an informal mentoring environment where junior faculty feel comfortable seeking support from any senior faculty.

PART I: ORGANIZATIONAL STRUCTURE

A. School Personnel

1. Faculty

See the University Faculty Handbook §2.1 and §3 for University and IHL language regarding faculty roles and responsibilities. The School of Marketing faculty includes full-time tenure-track and non-tenure track appointments as well as adjuncts. The voting members are full-time faculty members. Faculty are expected to maintain active engagement in teaching, research

(tenure and teaching tracks), and service. Faculty report to the Director and are evaluated annually following the CBED Policies & Procedures Manual.

2. Director

The Director is the administrative officer of the School and is responsible for the operational and organizational functions necessary to support academic and scholarly excellence within the School. The Director provides leadership in matters relating to personnel, faculty development, faculty workload, annual evaluation, budgets and resource management, assessment and accreditation, and strategic and long-term planning. The Director is responsible for finalizing workloads for individual faculty that incorporate teaching, research, and service, depending on the type of appointment. The Director collaborates with the faculty to establish the School's mission, vision, and program goals. The Director represents the School at the administrative level of the University.

The Director undergoes an annual administrative evaluation by the Dean and participates in a periodic administrative review as outlined in the University Faculty Handbook.

3. Undergraduate Program Coordinators

The Undergraduate Program Coordinators support the Director in developing and implementing their respective program mission, vision, and yearly goals; curriculum revisions and program review; enrollment growth plans; and, assessment plans and reports (WEAVE).

Program Coordinators serve as the lead faculty member for their academic area and are members of the School Leadership Committee. They oversee course scheduling, monitor academic quality, and coordinate curriculum updates within their area.

Coordinators serve as the primary contact for program-specific recruitment and retention efforts and coordinate meetings between faculty and prospective students as needed. They ensure that assessment activities and reports (WEAVE) for their program are completed accurately by the University deadline.

In collaboration with the Director, Coordinators assist in identifying and communicating with adjunct instructors and in maintaining partnerships with external stakeholders to support applied learning opportunities.

4. Graduate Program Coordinator

The Graduate Program Coordinator leads the School's graduate programs (M.S. in Sport Management and Sport Security Management Certificate) and serves as the primary contact for graduate students and faculty. Responsibilities include recruiting, admitting, and advising

graduate students; scheduling courses; completing paperwork and documentation related to graduation processes; and supporting initiatives focused on student retention and success.

The Coordinator oversees curriculum and assessment activities for the graduate programs, ensuring that program learning outcomes and WEAVE reports are completed accurately by the University deadline.

In collaboration with the Director, the Graduate Program Coordinator supports continuous improvement, enrollment growth, and alignment of graduate program goals with the School's mission and the College's strategic priorities.

5. Internship Coordinators

Internship Coordinators serve as the instructor of record for students earning internship credit in their discipline. They are responsible for making sure each formal internship meets School standards, and the student completes required tasks, as well as getting evaluations from internship supervisors. In addition, they will take the lead in helping match students with internship opportunities in the area.

B. Organizational Structure of the School

The School houses multiple disciplines at the undergraduate and graduate level Figure 221). Each academic program is led by a designated program coordinator, who is responsible for curriculum oversight, scheduling, and program-level coordination. See Figure 2 for reporting lines.

Coordination across programs occurs through faculty meetings, committee structures, and direct collaboration among program coordinators and the Director to ensure alignment of curriculum, assessment, accreditation requirements, and strategic initiatives.

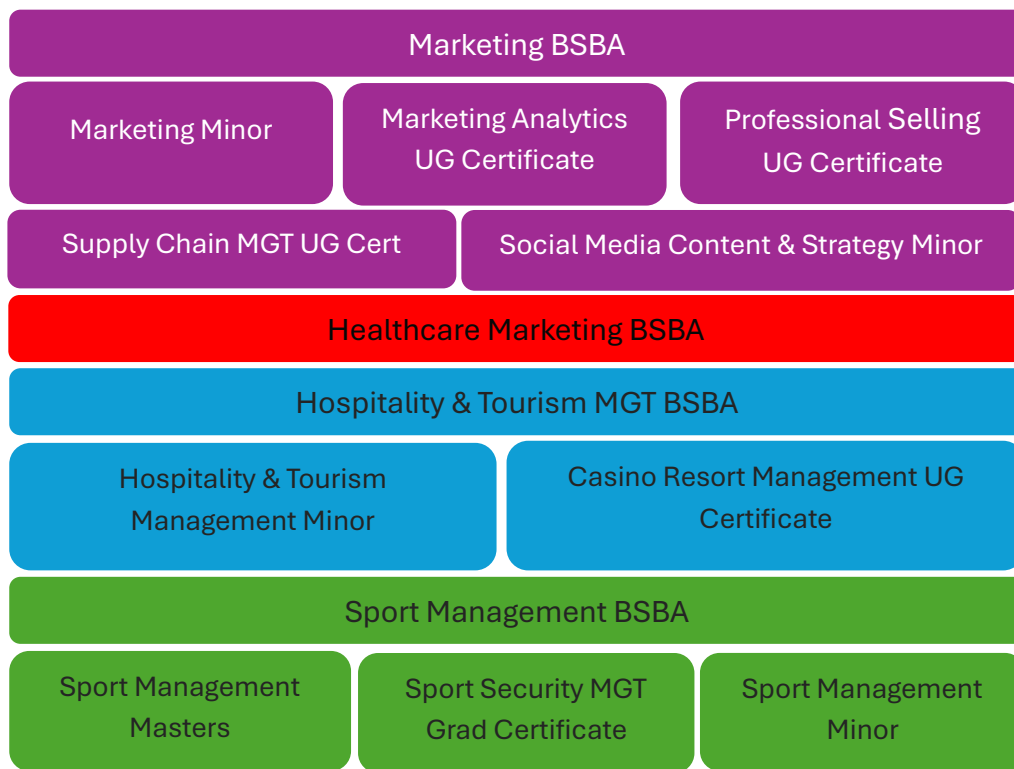


Figure 1. School of Marketing Programs Color-coded by Relationship

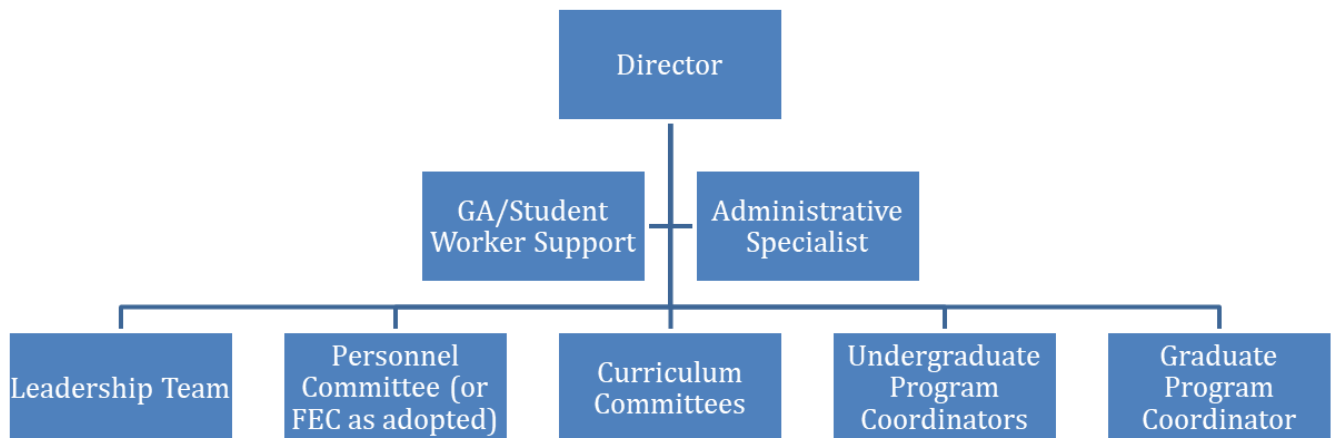


Figure 2. School Governance and Administrative Reporting Structure

C. School Standing Committees

REQUIRED SCHOOL STANDING COMMITTEES

1. Leadership Committee

This committee is comprised of the undergraduate and graduate program coordinators from each discipline. They are responsible for providing guidance to the School Director on issues related to School governance, policy creation and evaluation, and other areas as needed. The Director serves as the Chair.

2. Curriculum Committees

These committees function as committees of the whole and are comprised of faculty within each discipline. They are led by their respective program coordinator. These committees serve to address course and program oversight within their discipline. They are responsible for initiating, reviewing, voting on, and submitting curricular proposals. Certificate Coordinators may initiate and develop proposals related to certificate requirements; however, all certificate-related curricular proposals follow the established discipline curriculum review process and are reviewed and voted on by the appropriate Curriculum Committee. Proposals that substantially impact multiple disciplines or the School as a whole will be brought forward for a vote of the School faculty. These committees report to the Director.

3. Faculty Evaluation Committee (when adopted)

See University Faculty Handbook §1.10.2 for institutional language regarding the composition and function of the Faculty Evaluation Committee. The Committee shall be composed of faculty members of the School and will be elected by the School in accordance with the faculty-approved evaluation governance model. The Committee will elect its Chair and report to the Director.

When evaluating promotion or other personnel matters, committee membership must comply with University policy requiring that faculty serving in an evaluative role hold a rank equal to or higher than that sought by the candidate. In circumstances where rank eligibility limits participation, membership may be adjusted to ensure compliance with University standards.

OPTIONAL OR SCHOOL-DEFINED STANDING COMMITTEES

4. Graduate Admissions Committee

This committee is led by the Graduate Program Coordinator, who will identify and appoint faculty within the discipline to serve on the committee. This committee identifies and admits students into the graduate program, meeting the guidelines of the Graduate College and the University. This committee reports to the Director through the Graduate Coordinator.

5. Scholarship or Award Committees

These committees are comprised of faculty from their respective disciplines and are led by their respective program coordinator. These committees identify and select students for annual scholarships and awards. Each committee may designate a faculty member to enter scholarship awards in the GO! System. This committee reports to the Director.

6. Other

Recruitment & Retention Committee

This committee is comprised of faculty representing each discipline. The Chair is voted on by the committee and approved by the Director. This committee works to promote recruitment and retention of students, leads professional events, and coordinates social media and email communications. This committee reports to the Director.

Applied Experiences Committee

This committee is comprised of faculty representing each discipline, with a chair appointed by the Director. The committee coordinates and administers the School's applied learning initiatives, including oversight of the Tri-Star Marketing Development Program. While all faculty are expected to promote and support applied experiences (e.g., internships, practicums, study abroad, undergraduate research, and student organizations), this committee facilitates organization, tracking, and communication related to these activities. The committee reports to the Director.

D. School Ad Hoc Committees

7. Promotion and Tenure Committee (Personnel Committee)

See University Faculty Handbook §1.10.2 for institutional language regarding the composition and function of School-level Promotion and Tenure Committees.

Comprised of all tenured (tenure-track) and promoted (non-tenure track) faculty. For review of tenure track faculty, only tenured faculty will serve. For non-tenure track promotions, tenured and promoted non-tenure track faculty will serve. When reviewing candidates for promotion to the rank of Professor or Teaching Professor, only faculty holding the rank of Professor or Teaching Professor may participate in the evaluation and vote. This committee elects its Chair and reports to the Director.

8. Other

Internship Task Force

This Task Force is comprised of all internship coordinators, who meet as needed to address issues related to internships within the School. The Director will appoint a Chair as needed. This Task Force reports to the Director.

Faculty Search Committee (as needed)

Search committees and the Chair are appointed by the Director and are comprised of faculty within the discipline hosting the search. If there are not enough faculty in a discipline to form a committee, faculty within the School will be considered prior to faculty outside the School. Search committees report to the Director.

E. Representation on College- and University-level Bodies

The School provides representatives for College- and University-level bodies in accordance with the selection and term guidelines in the University Faculty Handbook and CBED Policies & Procedures Manual. These bodies include:

- Undergraduate Program Assessment Committee (UPAC)
- Graduate Program Assessment Committee (GPAC)
- Undergraduate Council (UC)
- Graduate Council (GC)
- College Promotion and Tenure Committee (CPT)
- University Promotion and Tenure Committee (UPT)

Membership in Major University Committees

Membership to Faculty Senate, Graduate Council, and Undergraduate Council is determined through open nominations followed by a faculty vote. Full-time faculty members with at least three years of service at USM are eligible to serve a three-year term. Consistent with University policy, faculty may not serve simultaneously on more than one of these three bodies. Members must be available to attend all scheduled meetings and are expected to be present, prepared, and actively engaged. Representatives are responsible for communicating relevant updates to the School following meetings.

Committee members serve as representatives of the School and are expected to be present, prepared, and actively engaged. Representatives are responsible for communicating relevant updates to the School in a timely manner, including meeting schedules, agendas, deadlines, and summaries of actions or items requiring faculty awareness or input.

In addition to meeting attendance, committee service requires meaningful participation. Depending on the committee's function, this may include contributing to discussions on matters affecting the School or College, completing assigned tasks, supporting events or initiatives, and engaging in activities that advance institutional objectives. Members are expected to fulfill both the formal responsibilities and the broader engagement expectations associated with their committee role.

F. Statement of Shared Governance Principles

See the University Faculty Handbook §1.8, §3.2, and §3.5 for institutional statements on shared governance. Transparency and accountability are vital components of a positive school culture. This document was a result of a collaboration between the Director and the Leadership Committee, with feedback from all faculty, followed by a vote. The aim is to make clear what the School values, and how that dictates faculty expectations.

G. Processes for Amending and Reviewing this Document

This document is reviewed annually by the School's Leadership Committee. Changes are made every three years in accordance with University policy. Requests for changes or consideration for change can be made by any faculty member in the School. Requests will be evaluated by the Leadership Committee, which will vote to propose the change to the School if warranted. Changes to this document will require a simple majority vote of the Leadership Committee and the School's corps of instruction.

PART II: WORKLOAD POLICY

School workload policies are designed to ensure that faculty assignments align with institutional, college, and school expectations for teaching, research or creative activity, and service. Workload distribution should support excellence in each area of faculty responsibility and reflect the balance necessary for the School to meet accreditation and strategic goals.

A. General Expectations for Faculty Workload

The School follows the workload expectations established in the University Faculty Handbook (§§ 3.5.1 and 4.2) and the CBED Policies & Procedures Manual. Faculty workload reflects a balanced commitment to teaching, research or creative activity, and service consistent with the University's mission, the College's strategic priorities, accreditation standards, and the needs of the School.

Workloads are determined annually to ensure that assigned duties align with institutional guidelines and support instructional excellence, scholarly productivity, and meaningful service engagement as integral components of faculty performance.

B. School Standards for Allocating Workload

Workload allocations in the School of Marketing are guided by University and College policy to ensure equity, transparency, and accountability. Standard allocations are differentiated by appointment type and academic rank.

- **Tenured and tenure-track faculty** are typically evaluated on 40 percent teaching, 40 percent research, and 20 percent service. Faculty who are SA-qualified and meet expectations in all areas normally teach a 3/3 load (18 credit hours per academic year). Reduced loads may be approved for new or research-active faculty and for those holding administrative or leadership assignments. Faculty who are not SA-qualified or who do not meet expectations may be assigned a 4/4 load (24 credit hours per academic year).
- **Teaching-track faculty** are typically evaluated on 60 percent teaching, 20 percent research, and 20 percent service, with a 4/4 teaching load and potential reduction for new hires or those with significant administrative responsibilities.
- **Instructors** are typically evaluated on 65 percent teaching and 35 percent service, with a 4/4 teaching load. Service commitments generally emphasize program, school, and college-level responsibilities; however, instructors are eligible to serve on University-level committees consistent with University policy and workload considerations.
- **Professors of Practice** are typically evaluated on 65 percent teaching and 35 percent service, with a 4/4 teaching load. Service duties often emphasize professional engagement and external relations activities that advance the mission of the School, while also allowing for participation in School, College, or University service consistent with policy and assigned workload.

Faculty with contractual administrative assignments (e.g., School Directors, Associate Deans and similar) are evaluated in accordance with the workload expectations and evaluation guidance outlined in the CBED Policies & Procedures Manual. Where applicable, workload percentages and performance expectations for these roles will align with College-level policy, and any adjustments will be determined in consultation with the Dean.

Workload distributions are reviewed annually by the School Director to ensure that assignments support the School's teaching mission, accreditation standards, and faculty development goals.

Adjustments may be made in consultation with the Dean to address changes in program needs, enrollment, or institutional priorities.

C. Workload Modification or Reassigned Time

Faculty may receive workload modifications or reassigned time when undertaking substantial responsibilities that extend beyond standard teaching, research, or service expectations. Such modifications ensure equitable recognition of time and effort devoted to advancing the mission of the University, College, or School.

Examples of qualifying activities include, but are not limited to:

- Administrative or leadership roles (e.g., program coordination, assessment leadership, committee chair responsibilities);
- Externally funded research projects or major grant activity;
- Curriculum or accreditation development projects;
- Extensive advising, mentoring, or service commitments that contribute significantly to institutional or community goals.

The School of Marketing follows all applicable University and College policies governing workload modification and reassigned time. Faculty members seeking workload modification should submit a written request to the School Director describing the rationale, scope, and expected outcomes of the activity. The Director will evaluate the request in alignment with those policies and available resources. If warranted, the recommendation will be forwarded to the Dean for final approval.

All approved workload allocations, including any reassigned time, are recorded annually in Watermark–Faculty Success and acknowledged by the faculty member.

D. Sabbaticals and Other Approved Leave

Sabbatical and other approved leaves are governed by the policies and procedures outlined in the University Faculty Handbook (§3.6.3) and the CBED Policies & Procedures Manual. Sabbatical leaves are intended to support faculty development, research, and other activities that contribute to the mission of the University, College, and School.

Faculty members requesting sabbatical or other forms of leave must follow the University's established application process and timelines. Requests should be submitted through the School

Director, who will review the proposal for completeness and alignment with program needs before forwarding it to the Dean for consideration.

When a faculty member is approved for sabbatical or other leave, the School Director, in consultation with affected faculty, will determine how teaching, research, and service responsibilities will be redistributed to ensure continuity of instruction and essential operations.

PART III: ANNUAL EVALUATION GUIDELINES

See Faculty Handbook §4.4–§4.5 and the [Office of the Provost website](#) for annual evaluation guidelines and policies.

A. Shared Annual Evaluation Expectations (All Faculty Ranks)

1. General Expectations for Faculty Performance

See the University Faculty Handbook §4.4–§4.5, the CBED Policy & Procedure Manual, and the Office of the Provost website for governing University and College standards related to annual faculty evaluation. The following School-level guidelines operationalize those standards within the context of the School of Marketing’s mission, strategic priorities, and faculty workload expectations.

Consistent with the University Faculty Handbook, schools may adopt one of three approved annual evaluation administration options through faculty vote. The evaluation criteria and standards outlined in this document are designed to operate under any approved administrative option. Changes to the selected governance model, if adopted by faculty vote, will be implemented in accordance with University policy and will not require revision of the evaluation criteria described herein.

For purposes of this section, references to the “Director” in relation to annual evaluation responsibilities shall be interpreted to mean the individual or body authorized to administer evaluations under the faculty-approved option in effect at the time of review.

These guidelines establish transparent and consistent expectations for evaluating faculty performance in teaching, research/creative activity, and service. The framework is designed to promote clarity and accountability while recognizing the varied ways faculty contribute to the School, College, and University. Collegiality and professional engagement are valued across all areas of evaluation and are reflected in the criteria detailed in the sections that follow.

The point values and stated maximums included in this framework are intended as guiding benchmarks rather than rigid caps or value judgments. Annual evaluations are not intended to

be purely formulaic. The Director (or designated evaluation body) retains discretion to evaluate faculty contributions holistically and may adjust scoring when warranted by documented individual circumstances, variations in faculty assignments, scope of effort, or demonstrated impact. Faculty are expected to provide narrative explanation where appropriate to contextualize activities and outcomes.

Performance rating scales and qualitative descriptors (e.g., Exceeds Expectations, Meets Expectations, Does Not Meet Expectations) are defined in the CBED Policies & Procedures Manual. The School's annual evaluation framework operates within and aligns with those College-level classifications. In the event of revisions to College or University standards, those governing documents shall control.

Collegiality is an expectation of all faculty and refers to professional conduct and active participation that support the effective functioning of the School, College, and University. This includes regular attendance and meaningful participation in meetings, timely fulfillment of assigned responsibilities, responsiveness to communications, respectful interaction with colleagues and students, and adherence to institutional policies and procedures.

Collegiality is not evaluated as a separate category but is reflected within the teaching, research, and service domains as applicable. Any concerns must be documented and connected to specific responsibilities within the relevant evaluation area.

Annual expectations are aligned with a faculty member's formally assigned workload for the applicable evaluation period. Adjustments to performance expectations may reflect approved changes in workload allocation (e.g., teaching release, externally funded grants, administrative assignments, or other approved reassignments) and will be evaluated consistent with College and University policy.

Faculty who meet or exceed expectations in all evaluated categories may be eligible for College-level awards in accordance with CBED Policies & Procedures Manual. At the School level, eligibility for internal teaching and research support and certain opportunities (e.g., summer teaching assignments) may be contingent upon satisfactory annual evaluation outcomes.

Specific criteria and goals for teaching, research/creative activity, and service are detailed in the sections that follow.

a. Teaching

Teaching evaluations recognize faculty contributions while aligning with College and School policies. Teaching responsibilities vary by assigned workload and faculty rank.

These guidelines establish clear annual expectations and a structured framework for recognizing instructional effort, quality, and professional development.

Faculty with officially approved modifications to teaching workload will establish revised expectations with the Director for the applicable evaluation period.

Teaching expectations reflect both annual performance and sustained professional development toward promotion. While meeting minimum criteria establishes eligibility for a 3.0 score, faculty pursuing advancement are expected to demonstrate increasing levels of instructional effectiveness, innovation, and engagement over time. Promotion and review committees evaluate readiness for advancement based on sustained patterns of teaching quality, impact, and professional growth rather than isolated annual outcomes. Faculty may use the teaching narrative to contextualize instructional practices, student feedback, and continuous improvement efforts.

All activities must be supported by appropriate documentation uploaded or referenced in Watermark–Faculty Success. Submitted documentation will be evaluated for relevance and sufficiency.

Faculty can only receive credit for a single activity in a maximum of two evaluation categories. For example, advising an Honors student can be credited to research and teaching or research and service, but not all three categories. Faculty must designate and document the category in which credit is requested within their annual evaluation report.

In accordance with the CBED Policies & Procedures Manual and the University Faculty Handbook, annual faculty performance ratings in teaching are categorized as:

- (1) Meets expectations
- (2) Does not meet expectations
- (3) Exceeds expectations

The qualitative definitions and associated performance descriptors for these categories are established at the College level and are presented in the CBED Policies & Procedures Manual. The School of Marketing evaluation framework aligns numeric evaluation outcomes with those College-defined classifications. In the event of revisions to University or College standards, the governing documents shall prevail.

Consistent with the CBED Policies & Procedures Manual, falling below 3.0 for two consecutive evaluation periods, or falling below 1.5 in any single evaluation period, will result in intervention measures, including review of teaching materials and practices and required training and mentorship, as outlined in College policy.

The Director may utilize standardized calculation tools or scoring worksheets (rubrics) to assist in the consistent application of the evaluation framework. These tools are administrative aids and do not supersede the criteria outlined in this document.

The following criteria operationalize the annual teaching evaluation framework and provide structured guidance for assigning numeric scores consistent with the performance standards described above.

Minimum Criteria to Meet Teaching Expectations

If the minimum criteria are not met, the starting score of 3.0 will be reduced as follows:

- Deduct 0.25 for each unmet minimum requirement

To receive a 3.0 minimum on annual evaluations

- Meet the annual teaching load based on rank and program needs
- Prep at least two different courses per semester (unless program needs or director determine otherwise)
- Teach in both online and F2F formats per year (unless program needs or director determine otherwise)
- Regularly receive a minimum score of 3.0 on average of student evaluations across all categories (*i.e.*, average scores across all relevant teaching items per course)
- Provide a brief narrative to support/explain student evaluations
- Maintain regular minimum office hour requirements
- Provide evidence of continuous teaching improvement
- Participate in the SACS accreditation process (only applicable to faculty teaching core program courses)
- Provide evidence of teaching collegiality in the teaching narrative

The minimum criteria listed above establish eligibility for the 3.0 starting score in the annual teaching evaluation regardless of rank or track.

- **Third-Year Review Candidates:** Faculty working toward third-year review are expected to meet the minimum annual teaching criteria to establish a 3.0. No additional teaching requirements apply at this stage beyond sustained satisfactory performance and documented professional growth consistent with the annual evaluation standards.
- **Promotion & Tenure Candidates:** Faculty working toward promotion to associate (tenure and non-tenure track) are expected to meet the minimum annual teaching criteria plus the criteria listed below to establish a 3.0.
 1. Provide evidence of high-impact teaching practice(s)

Additional teaching activities that are suggested at this stage include

1. Faculty improvement courses offered by the Center for Faculty Development (e.g., ACUE, Service-Learning)
2. University sponsored teaching grants

- **Promotion to Professor Candidates:** Faculty working toward promotion to professor (tenure and non-tenure track) are expected to meet the minimum annual teaching criteria plus the criteria listed below to establish a 3.0 and,
 1. Provide evidence of high-impact teaching practice(s)

Additional teaching activities that are suggested at this stage include

1. Faculty improvement courses offered by the Center for Faculty Development (e.g., ACUE, Service-Learning)
2. University sponsored teaching grants

Additional Progress Indicators Needed for Advancement to full rank in tenure and non-tenure tracks

1. Show sustained teaching effectiveness by consistently receiving annual evaluations of teaching at or above a 4.0 (to stay on track to meet requirements for promotion to Professor)
2. Completion of at least one semester-long faculty improvement course offered by the Center for Faculty Development (e.g., ACUE, Service-Learning, etc.)
3. Demonstrate teaching leadership (e.g., develop a course, lead a teaching seminar, etc.) (to stay on track to meet requirements for promotion to Professor)

Quantifying Teaching Performance Above the 3.0 Baseline

The criteria below provide a structured framework for assigning numeric scores greater than the 3.0 starting point. These criteria reflect both the time and effort required to develop and deliver instruction and the demonstrated quality and impact of instructional practices across courses.

Time/Effort Teaching Metrics

1. Class Size (maximum of 0.2 per year)
 - 0.05 for student enrollment 30-44 per class
 - 0.1 for student enrollment 45 and above per class
 - 0.05 for graduate class student enrollment 20-29 per class
 - 0.1 for graduate student enrollment 30 and above per class
2. Course Preps (maximum of 0.2 per year)

- 0.05 per different prep beyond minimum of 2 different preps per semester (for example, the load is 3/3 with 3 different course preps in both semesters – the awarded point value would be 0.1; the load is 4/4 with 4 different course preps in both semesters – the awarded point value would be 0.2)
- 3. New Prep (new course assignment-not taught in previous 3 years) (maximum of 0.2 per year)
 - 0.1 per new course prep
- 4. Substantial course improvement/change (e.g., format change conversion, major course overhaul, new textbook-not new edition, etc.) (maximum of 0.1 per year)
 - 0.05 per improvement/change
- 5. Advising honor's student (maximum of 0.3 per year)
 - 0.1 per honors student
- 6. Incorporating AoL objectives/assignments (ethics framework, critical thinking, Grammarly, etc.) (maximum of 0.05 per year)
 - 0.025 per activity
- 7. Publishing instructional materials such as texts, software, cases, etc. (maximum of 0.2 per year)
 - 0.1 per publication
- 8. Leading study abroad course (maximum of 0.2 per year)
 - 0.1 per course
- 9. Teaching summer classes and/or overload courses (maximum of 0.2 per year)
 - 0.05 per course
- 10. Teaching independent study, internship, internship abroad, etc. (maximum of 0.1 per year)
 - .025 per course
- 11. Teaching courses beyond minimum teaching expectations (honor's course, UNV 100, etc.) (maximum of .1 per year)
 - 0.05 per course
- 12. Professional development teaching activities (maximum of .2 per year)
 - 0.05 per activity
- 13. Semester-long professional development program (maximum of 0.2 per year)
 - 0.1 per program

Quality Teaching Metrics

1. Demonstrating rigor per class (evidence can include grade distributions, student evaluation comments, assignment type/quantity, etc.) (maximum of 0.3 per year)

- Up to 0.1 per class, awarded based on the strength and relevance of documented evidence of instructional rigor.
2. Student Evaluations (maximum of 0.3 per year)
Points within each category will be awarded based on the strength, consistency, and relevance of documented evidence.
 - Up to 0.1 for average student evaluation 4.0 or above across all classes
 - Up to 0.1 multiple specific and descriptive open-ended question responses related to teaching quality
 - Up to 0.1 multiple course student-based assessments of teaching quality (not University evaluation)
 3. Developing and delivering community-based experiential learning opportunities, such as service-learning experiences, place-based education, on-site courses, clinical experiences, professional internships, and collaborative programs (maximum of 0.2 per year)
 - 0.1 per course
 4. Significant (multi-week) experiential learning activity (maximum of 0.2 per year) (*not Service-Learning*)
 - 0.1 per course
 5. Other high-impact practice per class (ACUE Based activities, HIP activities, etc.) (maximum of 0.2 per year)
 - 0.05 per activity
 6. Teaching award (College, University, etc.)
 - 0.05 per award
 7. Teaching grant (College, University, etc.)
 - 0.5 and up to 0.1 per award as determined by the director based on level and competitiveness of award
 8. Competitive student award directly related to instructor/mentor teaching (maximum of 0.05 per year)
 - 0.025 per award

b. Research/Creative Activity

Research evaluations recognize faculty contributions while aligning with College and School expectations. Expectations vary by faculty rank and assigned workload. This framework establishes benchmarks for meeting minimum expectations (3.0) and identifies opportunities for performance above the minimum.

These guidelines apply to tenure-track faculty with a 40% research expectation and non-tenure-track faculty with a 20% research expectation, unless otherwise formally adjusted.

Faculty with formally approved adjustments to research workload will establish revised expectations with the Director for the applicable evaluation period.

Faculty are expected to meet the minimum annual research criteria that establish eligibility for the 3.0 starting score while maintaining progress consistent with promotion and tenure guidelines. As faculty approach each change in rank, they are expected to demonstrate increasing levels of scholarly productivity, quality, and impact over time. Promotion and review committees evaluate readiness for advancement based on sustained trajectory and overall contribution to the discipline rather than isolated annual outcomes.

The research narrative should articulate the faculty member's overarching research agenda, ongoing pipeline development, collaborative efforts, and leadership contributions where applicable. Faculty may use the narrative to contextualize research trajectory, quality, and sustained engagement relative to assigned workload expectations.

Research leadership may include sustained contributions that advance the scholarly profile of the University, College, or School. Examples may include mentoring junior faculty or graduate students in research, leading collaborative research initiatives, coordinating research development efforts, serving on scholarly panels, facilitating research workshops, contributing to interdisciplinary projects, or otherwise strengthening the research culture of the unit.

All activities must be supported by appropriate documentation uploaded or referenced in Watermark–Faculty Success. Only submitted evidence will be evaluated for relevance and sufficiency.

Faculty can only receive credit for a single activity in a maximum of two evaluation categories. For example, advising an Honors student can be credited to research and teaching or research and service, but not all three categories. Faculty must designate and document the category in which credit is requested within their annual evaluation report.

A three-year review window applies to all scholarly activity in accordance with the CBED Policies & Procedures Manual. Peer-reviewed journal articles (PRJs) receive diminishing credit across the three-year period. All other scholarly activities retain their full assigned point value across the three-year window and are subject to established category caps.

External grants that meet criteria outlined in the CBED Policies & Procedures Manual may be counted as PRJ equivalents, subject to College guidelines and limitations. Grants that do not meet these criteria will be classified as scholarly activities.

In accordance with the CBED Policies & Procedures Manual and the University Faculty Handbook, annual faculty performance ratings in research/creative activity are categorized as:

- (1) Meets expectations
- (2) Does not meet expectations
- (3) Exceeds expectations

The qualitative definitions and associated performance descriptors for these categories are established at the College level and are presented in the CBED Policies & Procedures Manual. The School of Marketing evaluation framework aligns numeric evaluation outcomes with those College-defined classifications. In the event of revisions to College or University standards, the governing documents shall control.

Consistent with the CBED Policies & Procedures Manual, falling below 3.0 for two consecutive evaluation periods, or falling below 1.5 in any single evaluation period, will result in research reassignments being revoked, as outlined in College policy.

The following criteria operationalize the annual research/creative activity evaluation framework and provide structured guidance for assigning numeric scores consistent with the performance standards described above.

Minimum Criteria to Meet Research Expectations

If the minimum criteria are not met, the starting score of 3.0 will be reduced as follows:

- Deduct 0.25 for each unmet minimum requirement
- Deduct 0.50 if research status (SA, PA, SP, IP) is not maintained

To receive a 3.0 minimum on annual evaluations

- **Third-Year Review Candidates:** Faculty working toward third-year review are expected to meet the minimum annual research criteria listed below to establish a 3.0.
 1. Maintain research status (SA, PA, SP, IP)
 2. Two scholarly activities per year from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual
 3. Demonstrate active research pipeline (*i.e.*, research at various stages)
 4. Provide evidence of research collegiality in research narrative

Additional research activities that are suggested at this stage include

1. The candidate should have at least one manuscript under review.

2. Present research at an academic conference
 3. Provide evidence of advanced stage research projects (e.g., data collected, IRB approval, manuscript drafts/edits, etc.)
- **Promotion and Tenure Candidates:** Faculty working toward promotion and tenure are expected to meet the minimum annual research criteria listed below.
 1. Maintain research status (SA, PA, SP, IP)
 2. Two scholarly activities per year from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual
 3. Demonstrate active research pipeline (*i.e.*, research at various stages)
 4. Provide evidence of research collegiality in research narrative

Additional research activities that are suggested at this stage include

1. Publish a PRJ per year (to stay on track to meet minimum of 6 quality PRJs)
2. Engage in additional scholarly activities from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual (to stay on track to meet minimum of 10 Scholarly Activities)

- **Promotion to Professor Candidates:** Faculty working toward Promotion to Professor are expected to meet the minimum annual research criteria listed below.
 1. Maintain research status (SA, PA, SP, IP)
 2. Two scholarly activities per year from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual
 3. Demonstrate active research pipeline (*i.e.*, research at various stages)
 4. Provide evidence of research collegiality in research narrative

Additional research activities that are suggested at this stage include

1. Publish a PRJ per year (to stay on track to meet minimum of 6 quality PRJs)
2. Engage in additional scholarly activities from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual (to stay on track to meet minimum of 12 Scholarly Activities)
3. Demonstrate research leadership (e.g., first author, etc.) (to stay on track to meet requirements for promotion to Professor)

- **Promotion for Non-Tenure Track Candidates:** Faculty working toward associate teaching professor and professor are expected to meet the minimum annual research criteria listed below.
 1. Maintain research status (SA, PA, SP, IP)
 2. Demonstrate active research pipeline (*i.e.*, research at various stages)

3. Provide evidence of research/scholarly collegiality in research narrative

Additional research activities that are suggested at this stage include

1. Publish a PRJ during 3-year window (to stay on track to meet minimum of 2 quality PRJs)
2. One scholarly activity from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual (to stay on track to meet the minimum of 3 activities)
3. Engage in additional scholarly activities from Table 1: Sustained Engagement Activities in CBED Policies & Procedures Manual

Suggestions for quantifying outputs beyond a 3.0 in the annual evaluation

1. 0.3 points per peer-reviewed journal publication (PRJ) meeting minimum College quality standards.
2. Faculty may elect to receive credit for an accepted article in the year of acceptance or the year of publication. This selection must be communicated to the Director within the annual evaluation report. The three-year window will begin in the year for which credit is first awarded. External grants that meet CBED criteria to be counted as PRJ equivalents are credited in the year of award and enter the three-year evaluation window beginning in that year.
 - One year after the publication year, a PRJ counts 0.2 points
 - Two years after the publication year, a PRJ counts 0.1 point
3. Quality points per PRJ (A* in ABDC = 0.3; A in ABDC = 0.15) Quality points apply only in the year of initial publication credit.
4. 0.1 per conference paper that has been both accepted and presented in person or virtually by the faculty member during the evaluation period (maximum of 0.3 per year) (maximum of 0.3 points)
5. 0.05 per scholarly activity completed during the evaluation period (maximum of 0.3 points for any scholarly activity other than a PRJ or a conference paper presented in person by the faculty member as the presenting author). Do not include SA activities that counted toward the minimum annual criteria.
6. 0.05 for research award (college, university, journals, conference, etc.)
7. 0.025 for student research award (maximum of 0.05)

c. Service

Service evaluations recognize faculty contributions while aligning with College and School expectations. Service contributions and expectations vary by faculty rank. This framework

establishes benchmarks for meeting minimum expectations (3.0) and identifies opportunities for performance above the minimum.

Service contributions may include institutional service (University, College, School, or Program), professional service within the discipline, and approved community or industry engagement aligned with the mission of the unit.

These guidelines apply to tenure-track and non-tenure-track faculty. Faculty with officially approved adjustments to service workload will establish revised expectations with the Director for the applicable evaluation period.

Faculty are expected to satisfy a clear majority of the minimum criteria activities during the evaluation year. When participation in specific activities is not feasible due to scheduling or workload conflicts, faculty should document those circumstances and may supplement with other qualifying service contributions. Unlike the Teaching and Research frameworks, Service is evaluated holistically. The minimum criteria establish expectations for engagement; however, documented alternative contributions may be considered in determining the final score rather than applying automatic point deductions.

Only service activities that are active or completed during the evaluation period may receive credit.

All activities must be supported by appropriate documentation uploaded or referenced in Watermark–Faculty Success. Only submitted documentation will be evaluated for relevance and sufficiency.

Faculty can only receive credit for a single activity in a maximum of two evaluation categories. For example, advising an honor's student can be credited to research and teaching or research and service, but not all three categories. Faculty must designate and document the category in which credit is requested within their annual evaluation report.

For purposes of this framework, formally assigned or elected service refers to roles officially designated at the University, College, School, or Program level. Faculty-initiated service refers to contributions that are not formally appointed but that advance University, College, School, Program, professional, industry, or community objectives.

In accordance with the CBED Policies & Procedures Manual and the University Faculty Handbook, annual faculty performance ratings in Service are categorized as:

(1) Meets expectations

(2) Does not meet expectations

(3) Exceeds expectations

The qualitative definitions and associated performance descriptors for these categories are established at the College level and are presented in the CBED Policies & Procedures Manual. The School of Marketing evaluation framework aligns numeric evaluation outcomes with those College-defined classifications. In the event of revisions to College or University standards, the governing documents shall control.

Consistent with the CBED Policies & Procedures Manual, falling below 3.0 for two consecutive evaluation periods, or falling below 1.5 in any single evaluation period, will result in intervention measures related to service engagement, as outlined in College policy.

The criteria below provide a structured framework for assigning numeric scores above the 3.0 starting point.

The treatment of compensated service is currently under consideration at the College level. Should the College adopt formal policy guidance on this matter during the three-year term of this document, the School will align with the College policy.

Minimum Criteria to Meet Research Expectations

If lacking a clear majority of the minimum criteria, the starting score of 3.0 will be reduced as follows:

- Deduct 0.1 for each unmet minimum requirement
- Deduct 0.50 if lacking a required committee

To Receive a 3.0 Minimum on Annual Evaluations

1. School or College Committee/Task-Force Participation (**Required** – at least one)
2. School Faculty Meetings (Regular Attendance)
3. School Events (Regular Attendance)
4. Prospective Student Meeting Participation (needs will vary, but the approximate goal should be consistent with fellow faculty participation)
5. College Faculty Meetings (Regular Attendance)
6. University Recruitment Event (Annual Participation)
7. Graduation Attendance/Participation (Annual Participation)
8. Assurance of Learning (AOL) Activity (if applicable during year)
9. SACS Program Activity (if applicable during year)
10. Engage in University Mentor Program (Junior Faculty Only)

11. Non-tenure track faculty must maintain their Faculty Qualifications (SA, SP, IP, PA) as part of the service component annually
12. Provide evidence of service collegiality in service narrative

- **Third Year-Review Candidates:** Faculty working toward third-year review should aim to meet the minimum criteria.

Additional service activities that are suggested at this stage include:

1. Engage in professional service activities (e.g., review for a conference or journal, join a professional association, etc.)
 2. Participate in additional Program or School level service committee/task-force/initiative
 3. Participate in College or University level service committee/task-force/initiative
- **Promotion & Tenure Candidates:** Faculty working toward Promotion (tenure & non-tenure track) & Tenure should aim to meet the minimum criteria plus the following activities.
 1. Participate in additional School, College or University level service committee/task-force/initiative
 2. Engage in professional service activities (e.g., review for a conference or journal, track chair, etc.)

Additional service activities that are suggested at this stage include:

1. Participate in additional Program or School level service committee/task-force/initiative
 2. Participate in University level service committee/task-force/initiative
 3. Advise a student organization
- **Promotion to Professor Candidates:** Faculty working toward Promotion to Professor should aim to meet these minimum criteria plus the following activities.
 1. Participate in College level service committee/task-force/initiative
 2. Participate in University level service committee/task-force/initiative
 3. Engage in professional service activities (e.g., review for a conference or journal, track chair, etc.)
 4. Serve in a leadership capacity (at least one per annual evaluation year)
Examples: chair a committee/sub-committee/task-force/initiative at the program, school, college, university or professional level, serve as a coordinator at the program, school, college, or university level, etc.

Additional service activities that are suggested at this stage include:

1. Participate in additional Program or School level committee service
2. Participate in additional College or University level committee service
3. Advise a student organization

Suggestions for quantifying outputs greater than 3.0 in the annual evaluation

1. 0.3 for program coordinator (maximum 1.0)/0.2 for additional program coordinator (maximum 2), 0.1 for certificate coordinator (applies to program, school, college, and university) (maximum 2)
2. 0.25 standing committee assignment (UPAC, GPAC, Academic Council, Graduate Council, Faculty Senate, University Faculty Handbook) (maximum 2)
 - 0.1 *executive* leadership role on standing committee (college, university) (maximum 2) For example, Faculty Senate President, Secretary, etc.
3. 0.1 additional committee/sub-committee/task-force assignments (school, college, university) (maximum 5)
 - 0.05 committee/sub-committee/task-force leadership (maximum 3.0) For example, P&T Chair, Faculty Search Committee Chair, Faculty Senate Handbook Rep., etc.
4. 0.05 – 0.1 student organization advisor (maximum 2) (up to 0.1 per organization based on extent of engagement, including level of responsibility, time commitment, and impact of involvement as evidenced with documentation.)
5. 0.05 journal reviews (maximum 4.0) and scholarly service-related activities (maximum 3)
 - 0.1 journal editor (maximum 2)
6. 0.1 substantial, formally assigned/elected service not already included (maximum 5)
 - For example, honor's advisor, university mentor/mentee program, coordinating UNV 100, social media liaison, deliver faculty development seminar/presentation/workshop, etc.
7. 0.05 limited, formally assigned/elected service not already included (maximum of 4)
 - For example, UGS judge, honor's applicant reviews, etc.
8. 0.05 Faculty-initiated service assignments, not formally assigned or elected (maximum 4)
 - University-related community service aligned with program, school, or university objectives; student- or program-focused initiatives; and student–industry engagement activities adding institutional benefit. For example, interview bootcamp, Coffee and Convos, MKT 300 coordination, etc.
9. 0.1 large scale special event coordinator (maximum 1)

A large-scale event refers to a single, significant event requiring substantial planning, coordination, and execution with broad participation and measurable institutional

impact. Recurring or series-based activities should be documented under the applicable service categories above.

- For example, Super Bowl Event

10. 0.05 for service-related award (school, college, university, professional)

2. Annual Evaluation Procedures and Timeline

Consistent with the University Faculty Handbook and the CBED Faculty Policies & Procedures Manual, the School shall conduct annual faculty evaluations in accordance with approved University and College policies, procedures, and timelines.

As stated in University Faculty Handbook §1.10.2, eligible faculty vote each academic year to determine whether annual evaluations will be conducted by the Director, a faculty committee, or a combination of both. This vote will occur by confidential vote at the School's first faculty meeting of the academic year.

Following the faculty vote, the Director will notify all faculty in writing of the evaluation governance structure, procedural expectations, documentation requirements, and applicable deadlines for that academic year.

Annual evaluations must comply with University Faculty Handbook §4.4–§4.5, the CBED Faculty Policies & Procedures Manual, and guidance provided by the Office of the Provost, including submission requirements through Watermark-Faculty Success. In the event of any inconsistency, University and College policies shall prevail.

3. Discrepancies and Appeals

See University Faculty Handbook §4.5.2 and §7 for institutional policies regarding grievances and appeals.

B. Rank- or Appointment-Specific Guidelines

Annual performance expectations vary by rank, appointment type, assigned workload percentage, and faculty qualification status, in accordance with the University Faculty Handbook and the CBED Policies & Procedures Manual. Unless formally adjusted, workload distributions align with College-defined expectations and reflect a balanced commitment to teaching, research or creative activity, and service appropriate to the faculty member's role.

Detailed qualitative and quantitative standards for teaching, research/creative activities, and service are defined in frameworks presented in Part III of this document. Those frameworks

specify minimum criteria, performance classifications, and workload-aligned expectations for tenure-track, tenured, non-tenure-track, and administratively appointed faculty. Administrative duties, where applicable, are incorporated into the annual evaluation consistent with University and College policy and any formally approved workload adjustments. This section affirms the alignment of rank- and appointment-specific expectations with the established evaluation frameworks rather than duplicating the detailed standards outlined elsewhere in this document.

PART IV: PROMOTION AND TENURE GUIDELINES

The School's standards for promotion and tenure are grounded in disciplinary norms, consistent with practices at peer institutions, and aligned with the University's mission.

A. Institutional Requirements and Guidelines

See University Faculty Handbook §5 and the Office of the Provost website for institutional requirements regarding eligibility, timeline, procedures, and roles:

- Required timeline and stages of review, including pre-tenure (§5.2), promotion (§5.3), and tenure years (§5.4).
- Composition and confidentiality of the School Promotion and Tenure Committee (§1.10.1)
- External review procedures and evaluator selection (§5.5).
- Sequential review process and reporting responsibilities of the Director, Dean, Provost, and President (§5.8.1.2).
- For current formatting requirements, see the University Faculty Handbook (appendices) and the Office of the Provost website.

B. Tenure

See University Faculty Handbook §5.4.2 for the definition of tenure. The University Faculty Handbook defines the evaluation criteria for tenure in §5.4.4 Also, see the CBED Policies & Procedures Manual for the guidelines for teaching, research, and service in Section VI: Promotion and Tenure.

C. Promotion

See University Faculty Handbook §5.3.1 for information and evaluative criteria for promotion in §5.3.1. Also, see the CBED Policies & Procedures Manual for the guidelines for teaching, research, and service at the College level.

D. Elite Publications

The School encompasses a wide variety of academic areas. Therefore, a journal qualifies for elite status under one of the designations listed below. Note that to receive credit for two publications, the candidate must be able to quantify their contribution to the article as at least 30%.

Method 1: The journal is listed as one of the following:

1. [UTD 24](#) (from UT Dallas),
2. [FT 50](#) (from the Financial Times), or
3. Ranked an A* on the ABDC **AND** a 4* on the Academic Journal Guide (AJG) (formerly ABS) journal lists.

An example of a journal that qualifies as elite according to this method: *Journal of Marketing* (ABDC = A*, AJG (ABS) = 4*, UT 24, and FT 50)

Method 2: The journal is designated as an elite journal by another school in the College of Business and Economic Development.

Method 3: The journal has been selected by the School Leadership Committee for elite journal status by meeting the following standards below and were voted on by the faculty. See Table 1 for the elite journal list and its qualifying criteria.

1. The College's minimum standard of acceptance rate of 10% or less, or [Scopus ranking](#) equivalent to a Q1(SJR) in the journal's primary subject area
AND
2. ABDC ranking: A or higher, or AJG (ABS) ranking: 3 or higher

The College-criterion verification reflects the journal's status at the time the School's elite journal list was approved and does not automatically adjust based on subsequent changes in rankings or acceptance rates. Consideration for additional journals that meet the criteria for Method 3 must be petitioned using Method 4.

Method 4: A faculty member can petition the Promotion and Tenure Committee to have a journal considered for elite status. The faculty member is required to provide documentation and evidence to the School Director showing that the journal quality is consistent with that of other journals on the elite list. The School Director will then forward the petition letter and supporting documentation to the Promotion and Tenure Committee for consideration. After the voting process, the School Director will deliver the outcome to the candidate. Petitions for non-business journals must include a rationale for meeting the criteria set forth by the CBED Policies & Procedures Manual.

Table 1. List of School of Marketing Elite Journals

Journal Name	Acceptance Rate	Scopus Quartile (2024)	SJR (2024)	H-Index (2024)	ABDC Ranking (2022)	AJG (ABS) Ranking (2024)
<i>Journal of Service Research</i>	10%	Q1	6.011	156	A*	4
<i>Journal of Retailing</i>	12%	Q1	4.204	168	A*	4
<i>Tourism Management</i>	15%	Q1	4.146	278	A*	4
<i>International Journal of Research in Marketing</i>	6%	Q1	3.869	128	A*	4
<i>Journal of Travel Research</i>	11.20%	Q1	3.100	181	A*	4
<i>Annals of Tourism Research</i>	10%	Q1	2.461	229	A*	4
<i>Journal of Sustainable Tourism</i>	12%	Q1	2.733	150	A*	3
<i>International Journal of Hospitality Management</i>	20-25%	Q1	2.731	186	A*	3
<i>Industrial Marketing Management</i>	13%	Q1	2.621	187	A*	3
<i>European Journal of Marketing</i>	13.50%	Q1	1.709	165	A*	3
<i>Journal of Business Research</i>	6-10%	Q1	3.499	292	A	3
<i>Psychology & Marketing</i>	10%	Q1	3.497	154	A	3
<i>Journal of Interactive Marketing</i>	3.80%	Q1	3.366	135	A	3
<i>International Journal of Contemporary Hospitality Management</i>	7.70%	Q1	3.141	139	A	3
<i>European Sport Management Quarterly</i>	17%	Q1	1.407	57	A	3
<i>Journal of Sport Management</i>	10%	Q1	1.352	89	A	2
<i>Sport Management Review</i>	7%	Q1	1.614	86	A	2

E. Rank-Differentiated Criteria for Faculty Productivity

Promotion and tenure decisions are based on sustained performance in teaching, research/creative activity, and service, evaluated in accordance with institutional and College policy. Detailed, rank-differentiated annual evaluation standards are provided in Part III and form the basis for assessing readiness for advancement. Expectations evolve across academic ranks and appointment types, reflecting increasing levels of productivity, effectiveness, impact, and leadership consistent with assigned workload and faculty qualification status.

Regardless of rank, faculty must meet the annual evaluation standards outlined in Part III, and promotion decisions are based on sustained performance rather than isolated annual outcomes. Eligibility, thresholds, and procedural requirements are governed by the University Faculty Handbook and the CBED Policies & Procedures Manual. This section affirms how expectations progress by rank and appointment category while relying on the established evaluation frameworks for specific criteria.

F. Pre-Tenure Review Expectations and Procedures

Pre-tenure review is governed by the University Faculty Handbook and the CBED Policies & Procedures Manual. See University Faculty Handbook §5.2 for policies regarding pre-tenure review timelines, procedures, and evaluation criteria.

G. Timeline and Process Guidance

The timeline and procedural requirements for promotion and tenure are governed by the University Faculty Handbook §5.2 and the CBED Policies & Procedures Manual. The University establishes the annual promotion and tenure calendar, required submission deadlines, levels of review, and reporting procedures.